



RICE CREEK ELEMENTARY

4751 Hard Scrabble Road
Columbia, SC 29229

Grades	PK-5 Elementary School	
Enrollment	798 Students	
Principal	Janet M. Fickling	803-699-2900
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

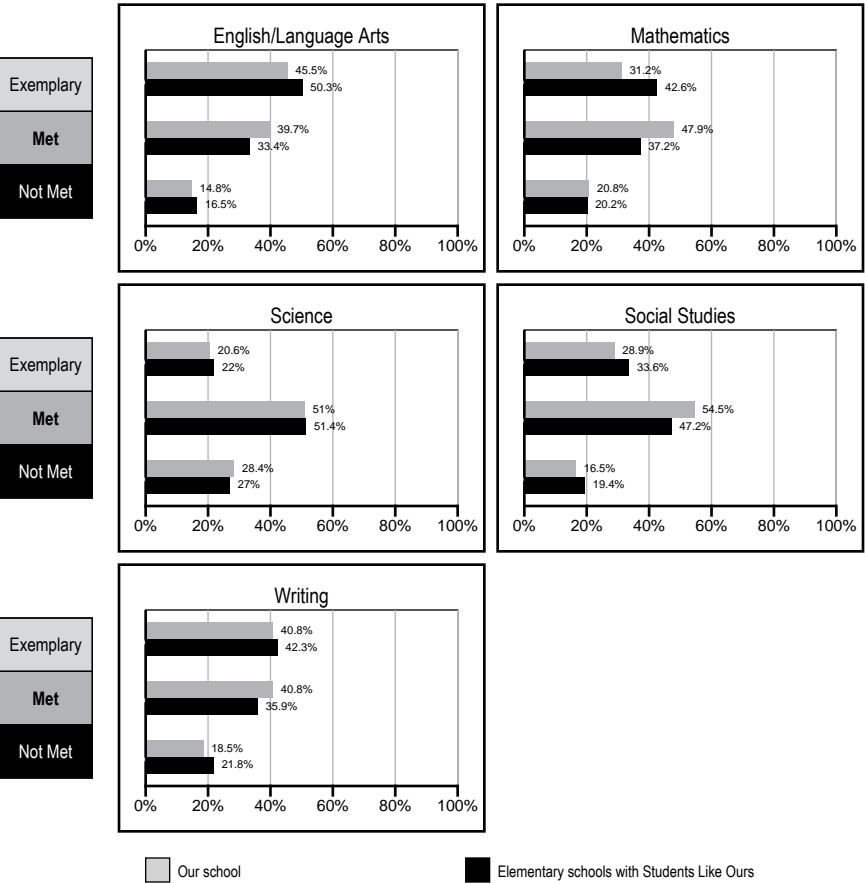
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	27	16	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=798)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	0.8%	1.2%
Attendance rate	96.6%	Down from 96.9%	96.5%	96.1%
Eligible for gifted and talented	8.1%	Down from 9.5%	17.0%	11.7%
With disabilities other than speech	6.4%	Down from 7.0%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.9%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	84.2%	Up from 79.7%	61.5%	60.5%
Continuing contract teachers	71.9%	Up from 66.1%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 71.6%	89.3%	87.0%
Teacher attendance rate	93.6%	Up from 93.3%	95.8%	95.4%
Average teacher salary*	\$51,891	Up 6.6%	\$47,985	\$47,288
Professional development days/teacher	12.3 days	Up from 10.2 days	11.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	89.3%	No Change	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,731	Up 16.4%	\$7,129	\$7,548
Percent of expenditures for instruction**	71.8%	Up from 71.5%	70.1%	68.7%
Percent of expenditures for teacher salaries**	69.5%	Up from 68.3%	67.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Our seventeenth year of teaching and learning was a wonderful success! Rice Creek implemented one of the District's newest magnet programs: eFIT, The Environmental Fitness Academy. Students were motivated through environmental studies, field studies, Active Math lessons, movement during instruction, and our e-FIT Lab that provides many physical opportunities.

Rice Creek is a National Blue Ribbon School of Excellence, a National Blue Ribbon Special Emphasis Award winner for Technology, an Exemplary Writing Award winner and Hall of Fame member, two-time Red Carpet Award winner, and a Flagship School of Promise. We have also been recognized by the South Carolina Education Oversight Committee as a school who is "Closing the Gap" for historically underachieving student groups. These awards and honors are directly related to the hard work and dedication of our students, parents, faculty, staff, and community members.

The RCE faculty currently consists of 13 National Board Certified teachers and 22 teachers trained in Differentiated Instruction. Almost 100% of our faculty participated in professional development for the Learning Centered Schools which focuses on teaching strategies that engage and maximize student learning. Through Learning Centered Schools, e-FIT initiatives, and continuous staff development, our teachers are reaching the diverse needs of our students.

Rice Creek is also a Professional Development School through a partnership with the University of South Carolina. Throughout this school year we had 15 interns and student teachers as well as a math practicum class for 23 college students who are on track to become teachers. These college students used math manipulatives and the Active Math program to sponsor a Math Blitz Day of instruction for our students each semester. This is just one excellent example of the benefits from this partnership.

Due to the strong sense of community and awareness of our needs, our SIC successfully collected gently-used uniforms to sell and raise funds to help families. Service projects were sponsored for various needs, such as a food drive in partnership with a neighboring high school for Harvest Hope Food Bank, Help for Haiti, and Pennies for the Lymphoma Foundation. Our PTO's efforts and support allowed us to purchase the Fitness Trail for the purpose of expanding our magnet program. To assist with building the love of reading, our PTO funded our Reading Counts Program so that 100% of our children can receive the benefits and positive motivation from this program.

We are extremely proud of our accomplishments at RCE and know that these are only possible through the support of our parents and community.

Janet M. Fickling, Principal

Gregory Branch, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	123	77
Percent satisfied with learning environment	94.7%	95.1%	88.2%
Percent satisfied with social and physical environment	98.2%	92.7%	89.6%
Percent satisfied with school-home relations	89.3%	95.1%	86.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.5%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	392	100	15.7	38.9	45.3	91.5	85.9	83.5	Yes	Yes
Gender										
Male	210	100	20.8	40.1	39.1	88.6	82.7	80.1	N/A	N/A
Female	182	100	9.8	37.6	52.6	94.8	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	45	100	11.6	16.3	72.1	95.3	94	89.6	Yes	Yes
African American	309	100	16.8	43.3	39.9	91.3	81.9	74.6	Yes	Yes
Asian/Pacific Islander	20	100	5	20	75	95	94	92.7	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	44	100	52.3	27.3	20.5	61.4	52.7	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	13	21.7	65.2	87	83.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	20.3	40.7	39	89	78.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	392	100	21.3	47.7	30.9	90.1	82.4	80.4	Yes	Yes
Gender										
Male	210	100	22.3	46.5	31.2	90.1	80	78.4	N/A	N/A
Female	182	100	20.2	49.1	30.6	90.2	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	45	100	7	39.5	53.5	100	93.2	87.8	Yes	Yes
African American	309	100	23.5	52	24.5	88.9	76.8	69.3	Yes	Yes
Asian/Pacific Islander	20	100	10	10	80	95	95.8	93.5	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	44	100	54.5	34.1	11.4	75	47.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	8.7	26.1	65.2	91.3	83.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	32	48.3	19.8	84.3	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	258	98.1	28	51.2	20.7	72	72.1	67.3
Gender								
Male	137	97.1	38	42.6	19.4	62	70.9	66.9
Female	121	99.2	17.1	60.7	22.2	82.9	73.3	67.7
Racial/Ethnic Group								
White	28	96.4	11.5	42.3	46.2	88.5	89.6	79.6
African American	206	99	31.2	52.8	16.1	68.8	63.1	49.7
Asian/Pacific Islander	13	100	15.4	53.8	30.8	84.6	88.2	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	30	90	66.7	22.2	11.1	33.3	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	13	100	7.1	42.9	50	92.9	70.5	58.6
Socio-Economic Status								
Subsidized meals	121	96.7	37.7	47.4	14.9	62.3	58.6	55.4

Social Studies								
All Students	257	98.1	16.7	54.9	28.5	83.3	77.1	70.9
Gender								
Male	135	97.8	21.4	46.6	32.1	78.6	75.3	70.1
Female	122	98.4	11.3	64.3	24.3	88.7	79.1	71.7
Racial/Ethnic Group								
White	30	96.7	3.6	35.7	60.7	96.4	88.6	79.2
African American	202	99	18.9	57.7	23.5	81.1	71.1	58.4
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	91	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	88.9	50	37.5	12.5	50	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	19	100	10.5	42.1	47.4	89.5	78.1	68
Socio-Economic Status								
Subsidized meals	115	98.3	23.9	55	21.1	76.1	66.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	396	97.2	18.9	40.7	40.4	81.1	76.7	72.1	96.6	97
Gender										
Male	212	96.2	26.8	43.4	29.8	73.2	70.2	65.2	96.7	96.9
Female	184	98.4	9.8	37.6	52.6	90.2	83.4	79.2	96.6	97.1
Racial/Ethnic Group										
White	45	95.6	19.5	29.3	51.2	80.5	87.9	80.8	95.9	97.1
African American	311	98.1	18.9	43.9	37.2	81.1	71.3	59.7	96.8	96.9
Asian/Pacific Islander	21	100	14.3	19	66.7	85.7	89.8	87	97.4	97.9
Hispanic	13	84.6	I/S	I/S	I/S	I/S	66.4	64.6	95.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	90.2	96.5
Disability Status										
Disabled	46	78.3	55.6	30.6	13.9	44.4	32	27.7	96	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	25	100	15.4	30.8	53.8	84.6	71.7	63.7	97.8	97.2
Socio-Economic Status										
Subsidized meals	186	98.4	25.1	43.3	31.6	74.9	65.8	61.9	96.4	96.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	122	100	20.3	26.3	53.4	79.7
	4	134	100	17.3	47.2	35.4	82.7
	5	120	100	15.2	50.9	33.9	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	134	100	11.7	32	56.3	88.3
	4	123	100	19	40.5	40.5	81
	5	135	100	16.7	44.4	38.9	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	122	99.2	28.8	33.9	37.3	71.2
	4	134	99.3	21.3	51.2	27.6	78.7
	5	120	99.2	20.5	53.6	25.9	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	134	100	25.8	43.8	30.5	74.2
	4	123	100	17.4	48.8	33.9	82.6
	5	135	100	20.6	50.8	28.6	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	27.6	46.6	25.9	72.4
	4	134	100	18.9	68.5	12.6	81.1
	5	59	100	25	67.9	7.1	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	66	98.5	35.5	33.9	30.6	64.5
	4	123	100	24	60.3	15.7	76
	5	69	94.2	28.6	50.8	20.6	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	61	100	10	53.3	36.7	90
	4	134	100	7.9	57.5	34.6	92.1
	5	60	100	26.8	57.1	16.1	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	68	94.1	9.7	46.8	43.5	90.3
	4	123	100	19	59.5	21.5	81
	5	66	98.5	19	54	27	81
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	124	99.2	25.2	31.1	43.7	74.8
	4	136	97.8	16.1	50.8	33.1	83.9
	5	119	94.1	21.7	40.6	37.7	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	134	94.8	17.7	40.3	41.9	82.3
	4	126	99.2	24.8	39.7	35.5	75.2
	5	136	97.8	14.3	42.1	43.7	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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